



Cultural Consortium at Boston Latin

Asia Night

by Jonathan Glater

On Friday, March 4, despite a sudden snowstorm, the Boston Latin School Asian Cultures Club presented Asia Night, an evening designed to describe some aspects of Asian culture. The evening was introduced and hosted by Kenneth Chu and Leona Wong, who explained that the purpose of Asia Night was to pass on the traditions of Asian countries which are, unfortunately, forgotten by many American-born Asians.

Asia Night began with a cappella Vietnamese songs, directed by Ms. Christine Truong. Then, there was a fashion show in which members of the BLS Asian Cultures Club modeled a few of the contemporary clothes which are in style in Asia. There were golden kimonos, daring silk dresses, traditional Chinese robes and shirts, and many others.

Then, the Asian Cultures Club presented "The Dreamers": Davina Wong, Melissa Chan, and Connie Wu. This trio, though plagued by minor

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Black History Celebration

by Rachel Miselman

Each year, the Black Students Association celebrates Black History Month with a show. In previous years, the show has always been well-executed, and as usual, this year it has been, if not better, just as good.

The show contained something for everyone. Michelle Monteiro, mistress of the ceremony, opened the celebration with an introduction to the first act. There were poetry recitations by Zuewena Ham. There were also selections from the gospel choir. A tribute to Martin Luther King Jr. was beautifully presented by a group of children from the Holland School. There was also a dramatic presentation by Alex Romain, who presented a tribute to the writer, James Baldwin. Also, there were musical selections by Delphoid Marcellus and his Quintet. Later on in the program, students viewed an excerpt from "A Raisin in the Sun." This performance was very well executed. It gave the students a feel for the atmosphere during which this play was

THOUGHT CONTROL

by Rasekh Huq

A Commentary

The recent Supreme Court decision which allows school administrators to censor student publications is a wrong one. It is a severe violation of the rights guaranteed by the First Amendment. The statement that the Court is making is that once students enter the school premises, they surrender their rights as individuals. Furthermore, this decision allows school administrators to regulate not only printed material, but morality as well.

In order to get an understanding of the impact of this decision, one must evaluate the role of the school newspaper. The school newspaper is a forum in which students can discuss and debate issues that are pertinent to the school, the community, and society as a whole. In many schools, newspapers are the only means students have of voicing opinions.

Obviously, there is much responsibility placed on the student to write objective, yet sensitive articles. The responsibility should lie with the student reporter and, if necessary, with the faculty advisor. The purpose of student publications is to teach students the responsibility and the work that

are required of good journalists. The decision by the high court denies the students the opportunity to exercise any judgment.

The Court should have remained with the 1969 "Tinker" decision that students retain their rights in school except when their actions disrupt schoolwork and the normal operation of the school. In a case in Hazelwood, Mo., a suburb of St. Louis, a principal banned articles that dealt with teen pregnancy and the effect of parental divorce on students. These articles certainly would not have interfered with the day-to-day functioning of the school. On the contrary, the articles dealt with issues that are very relevant for a teenage readership. The Supreme Court decision makes it legal for ultra-sensitive individuals who are afraid of the truth to censor responsible and relevant journalism.

The concern of the court that the privacy of individuals might be violated is indeed a major one. The 1969 decision had set guidelines to handle such concerns on individual bases. The new decision allows for broad censorship. This new action is not necessary.

set. Afterwards, the Negro National Anthem was beautifully sung by Reena Reeves. To conclude such a wonderful show, a list of achievements throughout the years of black history was presented.

Everyone who helped

to put this hour and a half show together must be congratulated. The celebration displayed a lot of hard work. Every individual did his job wonderfully. Thank you, all of the participants, for a great show.

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BLS FOOTBALL TEAM

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by Richard Gedeon

A Commentary

The BLS football team is an elite group of guys. We work very hard for everything we receive;our coach works even harder for us. Many people in this school think that we have special privileges or are treated differently from the other teams. Well, in my opinion, we deserve everything we get. The average student goes to school, then goes home in the afternoon, does his work and still has time left over for himself. A student-athlete (football player) goes to school, then goes to practice after school until 5:00 in the afternoon or even later into the evening. Afterwards, he goes home and has to fit eating, writing assignments and

studying into about three hours. Most nights I'm up until 12:30-1:00A.M. doing homework. The football team also does various fundraisers such as selling towels and calendars and holding the spaghetti supper, and parties. It takes great dedication to devote time to football. That is why when nice things are given or done for us, people say,"They get everything." Well, they should know that we pay for all of that in sweat, pain and dedication to being one of the elite, a BLS football player! In order to appreciate what I am trying to say, experience it for yourself. But, if you think what I've said isn't true, then come down and do what we do! Work!

Tardy System

by Megan McCarthy

A Commentary

The ideals of education at Boston Latin School are contradicted by its procedures for tardy students. Those who are late for fifteen minutes following the tardy bell at 7:55 A.M. are simply given detention. But anyone who comes in after 8:10 A.M. needs a note. Without a letter signed by a parent, no one will be allowed to attend school that day. These regulations fail because they depend on each student's attitude. One who does not enjoy school will not view missing a day as a punishment, but rather as a

reward. If a student wants to stay home but the parent does not allow it, he may find it beneficial to miss his bus or some other connection which allows him to arrive at school at least fifteen minutes late. The more daring version involves waiting in Sparr's until ten past eight. By whatever means this tardiness is accomplished, the end result is the student going home and telling his parents, "I was late and they wouldn't let me in." On the other hand, students who are intent on attending school may some-

Peter Giannacopoulos

A Commentary

A major fault at Boston Latin School is the undue favoritism that the jocks on the football team receive. For the simple reason that one plays on the football team, this individual is allowed to leave school early when few, if any, other teams are allowed to do so. Likewise, the team has access to a private room on the second floor which allows the members to have a benefit which is similar to senior lounge, even though they might not be seniors. They also gain such minor benefits as first shot at the parking spaces in the back yard. Such favoritism is reprehensible, especially in a school such as ours. A team sport, like a club, is an "extracurricular activity" and as such, it should have absolutely no bearing on the students during school. Since the members of the various school clubs and societies don't receive any special consideration, why should the football team get any special treatment? If

these students want to play sports, they should do so completely on their own time. The concept that priveleges should be given to football players is ludi-crous. I honestly wonder why nobody has objected to this situation before. Most of the senior class take senior lounge, a privilege given to the lucky few that have survived six years in this school. On the other hand, there are those members of the football team who have enjoyed a similar luxury for perhaps one or even two years prior to the rest of the senior class. Does the fact that they are football players make them better than the rest of us? I think not. They are students in the school first, jocks second. They should be treated equally and receive no special attention whatsoever, especially when such treatment tends to promote an elitist attitude in those who should have nothing of the kind.

time find themselves in a predicament. One reason is that fifteen minutes is not an adequate margin for error considering the reputation of the transit system. A bus which does not come or a train which breaks down, common problems for morning commuters, can easily cause at least a fifteen-minute delay. Since few students ride the public transportation in the morning with a parent, how is a note possible? The second case involves students whose parents are not home in the morning. For a student who is left to wake up on his own,

oversleeping is a common problem. With no parent available to write a note, he,too,has no legitimate pass of entry into school. A tardiness rule such as the one now in effect allows the irresponsible student to "triumph," while a devoted student is "defeated." In the end, both are hurt. At a difficult school like Boston Latin where the headmaster and teachers strongly encourage good attendance, does it make sense to enforce a rule which closes the school doors to a student for such a misdeemeanor?

bis bulletin board

Chinese New Year Show

by Vickie Towe

It was a typical winter's day. Traffic was chaotic. School had been cancelled. On the ground was six inches of wet snow and more of it was still coming down. Yet, such conditions did not keep back an enthusiastic singing group, members from both the concert choir and the show choir, from holding their show. On February 12, this group gave a charity performance at the South Cove Manor Nursing Home in honor of Chinese New Year. The performers, Kevin So, Vivian Towe, Mara Brower, Amy Wong, Matthew Pallitt, Brian Man, Alvin Yuen, Tony Lee, Henry Ko, Andy Stewart, and Jon Ryan, gave a little happiness and excitement to the hearts of the senior citizens at the South Cove Manor.



Debating and Forensics Society

by Anthony Ho

Have you ever argued about something that was very important and meant a

lot to you, where nothing in the world could have changed your mind? Do you think you have what it takes to hold your position in a quick one on one argument? Well, try out your talents in the "Debating and Forensics Society" where you go out to other schools and compete one on one in the "Lincoln Douglas Debate" on an issue chosen by the committee. You will learn from each other and from your opponents about methods of debating, the use of gestures, and many other helpful hints to aid you in a positive approach in speaking and debating. Debating is not the only event taking place in this club. There are also competitions in oral interpretation (such as poetry, humor, drama), in original oratory, where you write your own speech and present it, extemporaneous speaking, where you present an entertaining, informative, or persuasive speech on a current interest, and many other forms of speaking. All debates and speeches are held in a classroom with a judge and a small audience.

The club is hoping to have some college teams and professional actors or directors to come to our school to discuss and coach the team (and public declaimers) on any methods of speaking. The directors in charge are Mr. Sullivan and Mrs. Ashe, and they will be glad to answer any questions that you may have about the club.

The BLS Track Team

by Carol Lau

If you're ever on the second floor after school, you may catch a glimpse of the track team practicing. The team is headed by Mr. Evans and Mr. Irons. Aaron Grey, Willie Evans, Karlene Griffiths, and Anne Marie Phillips are the captains.

The runners practice for the meets in the corridors from 2:15 to 4:00. Track also includes hurdles and sprinters, which are in the basement. The shotput event is practiced in the area across from room 204.

The team, a total of 52 members, has run 5 meets: 3 tri-meets at the DCL (Dual County League) at Wayland on Saturdays and 2 Dual meets at the Armory by Boston University, in which they have won a meet.

The last meet, which was the state meet, was held at Harvard University, where the qualified runners competed with all schools.

Below is a list of the people who represented our school, in the boy's team: 50 yard dash--Aaron Grey and Gene Wade; 300 yard run--Carl Pritchard; hurdles--Willie Evans; shot put--Kevin Dyer. These were the following for the girl's team: 600

yard run--Elaine Sylvester; 50 yard dash--Karlene Griffiths and Anne Marie Phillips; 300 yard run--Kariman Scott.

The team which began the Monday after Thanksgiving ended on February 12th. If you are thinking of joining next year, give it a try. All you need is determination!



The Table Tennis Society

by Melissa Leung

The Table Tennis Society (Ping-Pong Club), headed by Gary Yee with the assistance of Thomas Ho, is presently accepting new members. There is a membership fee of \$3.00. Presently there are fifty-nine members in this club. There are both male and female members. Games such as "Doubles", "King", and "Around the World" are sported. Now a tournament, where the best players will be compete among themselves, is in progress. For more information, attend the meetings held in the lower level of the school below room 106 from 2:00 to 3:45 p.m. on Mondays and Thursdays.

The Relayer

by Josielyne Pacifico

Besides doing their daily schoolwork, many of the students at Boston Latin School engage in various activities. There is a group of students from our school who have created their own band, The Relayer.

The Relayer (once called IMAGE) was formed a year ago by Andy Stewart and Bill Brinkert with Kevin So, as lead singer and guitarist, and Pete Wendler on drums. However, Kevin left to pursue his

own goals about three months ago. Just two weeks ago, Courtenay Kettleson joined group. The band now consists of Courtenay Kettleson-lead singer, Andy Stewart-bass, synthesizer, and keyboards, Pete Wendler-drums, percussion and Bill Brinkert-guitar and keyboards.

The band has two keyboards, two guitars, a six-piece Ludwig drum set, and a KB-300 PEAVEY amplifier. This group uses an old printing press room attached to Andy's house in Jamaica Plain as a studio.

Their style of music is

influenced by such groups as Yes, Rush, and Jethro Tull. These groups fall into the 70's art rock genre. Art rock is hard to classify because it is influenced by rock, jazz, and classical styles of music. It is more pure music than it is rock, or any other style, which allows for a wider range of sounds.

The Relayer performs some "cover" songs (songs released by other groups) such as "Owner of a Lonely Heart" by Yes and "The Sun Always Shines on TV" by A-Ha. However, most of their songs are original: "A Thousand Times Before;"

"Crossroads;" "On the Edge of Night;" "Graduation Day;" "There's Always an Answer."

They are about to start recording their first album which they hope to release in the fall. They are serious about their music, but school always comes first for them. As for the band, it will break up when the members go to college. Their goal is to "rock" as much as possible before graduation. The Relayer is looking for good musicians all the time, specifically vocalists, flutists, and bassists.

Here comes Debbie ...

by ARGO Music Reporter

Do you know who's one of the hottest female singers in pop music today? No, it's not Madonna, nor Whitney Houston, nor Belinda Carlisle, nor Janet Jackson (sorry!) -- it's Debbie Gibson! At least a number of times somewhere or sometime in the last five months you must have seen Debbie Gibson, either on television show such as Solid Gold, Friday Night Videos, and Hollywood Squares, or even in magazines. To those of you who still ask, "Debbie who?", where have you been lately?

Two distinctive traits set Debbie apart from all the other female vocalists. One, she is only seventeen years old (not much younger or older than you or I) and, two, she writes, arranges, and produces her own music which is quite impressive for just a teenager!

Out of nowhere last fall, an unknown, perky blonde named Debbie Gibson emerged into the pop music scene with her debut album "Out of the Blue." With her upbeat song "Only in

My Dreams," which was accompanied by quite a fun and lively video, this teen prodigy hit the "top ten." She has not stopped putting out hits; her song, "Shake Your Love" has also reached the "top forty." Currently, her fourth single "Out of the Blue" is climbing quickly up the charts and her LP cut "Foolish Beat" is played frequently on the radio. If she continues at this rate, there is no doubt that she will become the superstar of tomorrow!

Born on August 31, 1970 in Brooklyn, New York, Debbie is the youngest of the four daughters in the Gibson family. Debbie first got interested in music very early in her life when her parents often would take her and her sisters to rock concerts. At the age of four, Debbie started playing the piano, and when she was five years old, she wrote her first song, which was about going into kindergarten. By the time she was twelve years old, she was writing songs at a ferocious pace, and she still hasn't stopped. According to Debbie, writing songs comes naturally to her because she can

1. The first step is to identify the problem. In this case, the problem is that the company is not meeting its sales targets.

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by Ann Leahy

The week of January eighteenth proved to be quite a memorable one for Averrill Roberts. On Tuesday the nineteenth, in a basketball game versus Acton-Boxboro, Averrill grabbed 12 rebounds and made 3 blocks in addition to scoring 30 points. The final score was 44 to 40, in Latin's favor. On Friday, January 22, during a game against Bedford, she grabbed 15 rebounds and scored 19 points which made her the first woman and the third player ever in Latin School's history to score over 1,000 points. The two players who preceded Averrill in accomplishing this are Vinnie Costello(class of "66") and Paul Little (class of "70").

Averrill, a junior from Hyde Park, has played on the Boston A.A.U.

(Junior Olympic) team for three years. She was a member of that A.A.U. team which defeated New Hampshire's most adroit hoop players this past summer. Averill also has participated in the City's BNBL program. She has been the top scorer in the Dual County League for the past two seasons with a 27.5 point average. This season alone, in a total of eighteen games, Averrill finished with 490 points and 252 rebounds, and she was named D.C.L. CO-MVP.

Coach Bennie Myers has received several phone calls and letters from various Division I colleges and universities such as, Stanford, Ohio State, University of Virginia, and University of North Carolina, which are anxious to

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imagine all the different instrumental parts. Already she has written a grand total of about two hundred songs!

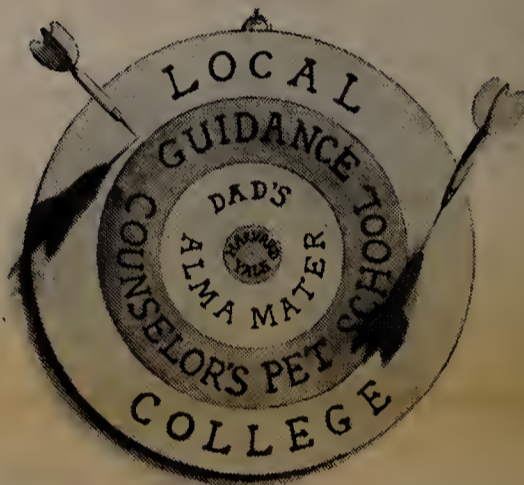
Five years ago, Debbie Gibson came close to signing a recording contract; however it was not until a year ago that she finally did get one from Atlantic Records. Having to select a song for her producers to make a single, she chose "Only in my Dreams," which she had written when she was only fourteen years old. According to this budding star, it had just taken her fifteen minutes to write this song!

Besides constantly performing on tours and making guest appearances on television shows, she

does go to high school. In fact, she's even on the honor roll, despite her time-consuming commitment to music. It's incredible how she handles both school and a music career equally as well, especially for a seventeen-year-old!

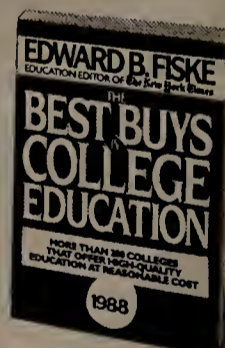
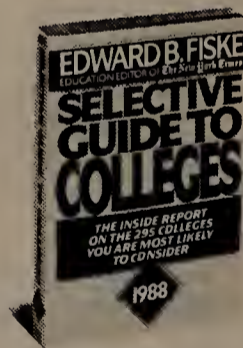
Some of Debbie's favorite rock stars are Billy Joel, Robbie Nevil, and Janet Jackson. A few of her goals are to win a Grammy award, to do a duet with Billy Joel, and to write and produce for other artists. Also, she would like to be in the movies and write music for them.

Look out, everyone!
Here comes Debbie Gibson,
future teen superstar!



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An Israeli Experience

by Elizabeth Sullivan

Last May, I noticed an announcement in the daily bulletin. It read "CLASS III-Members of class III interested in Israeli Youth Exchange for November, 1987 please see Ms. Hansel for application forms."

Four days after the notice in the bulletin, I triumphantly appeared back in Mrs. Hansel's office with two essays, completed forms, and the teacher recommendations. My application was placed in big envelope and mailed to Court Street, to be read and considered for the trip. All the Boston Public High Schools nominated one student to be sent as one of the five delegates from Boston.

All the nominees had to be interviewed by a panel of four people from the school department, including Ms. Helen Cummings, the Head of the Foreign Languages for Boston Public Schools. Ms. Cummings was the person in charge of the Boston delegation. Shortly after my interview, I received a letter from Ms. Cummings inviting me to join the delegation. The delegation from Boston included Lisa Canale from Boston Latin Academy, Carolina Carbone from Copley High, Melody Kochenburger from English High, and Rolando Cabrera from Jamaica Plain High.

The American delegation for the 1987 youth exchange consisted of students from the twelve major school systems in America: Atlanta, Georgia; Boston, Massachusetts; Chicago, Illinois; Columbus, Ohio; Denver, Colorado; Los Angeles, California; Milwaukee, Wisconsin; New York, New York; San Francisco, California; Seattle, Washington; and Washington, D.C.. This was the first year that Boston was involved in the exchange, but the exchange has been going on for the past ten years. This was also the largest delegation for both America and Israel. There were one hundred and eight Israeli students in America from October to November, and sixty-eight American students in Israel from November to December.

I hosted two girls from the Israeli delegation. Hosting a student wasn't required; however, it did help me in many ways. It helped my parents, my family and my friends



adjust to the idea that I would be gone for a month, and also reassured them that Israelis were "normal people", just like us. By having them live with me, I was able to talk to them about Israel, and have all my questions answered. They were more than happy to talk about their home, and their pride in their country was apparent to all who talked to them.

All of the American delegation flew to New York City on November 17. We spent three days in New York getting to know each other, shopping, sightseeing, and attending orientation meetings. We were joined by the Israeli delegation the next day. The whole one hundred and 76 American/Israeli delegation plus chaperones stayed in the same hotel while we were in New York.

On November 20, 1987, the American delegation took off from New York's Kennedy Airport nonstop to Tel Aviv's Ben Gurion Airport. Twelve hours later, we were in the holy land. At this time, the delegation was split in half. Group One would be going to Haifa, Ramat Gan, Jerusalem, and the Mercat Sapir. Group Two, my group, went to Tel Aviv, Jerusalem, Mercat Sapir, and then Haifa. Group Two consists of Boston, Minneapolis, Denver, Atlanta, Columbus, and San Francisco. There were 34 students altogether plus our chaperone, Dr. Rachel Leonard from Minneapolis.

Our first stop was Tel Aviv. Tel Aviv is Israel's New York City. They say the best thing on a Friday night is the road to Tel Aviv. The movie theaters, ballet, disco, pubs, Dizengoff Center, and the Mediterranean coast are all located in Tel Aviv. This is the only place in

Israel where the "Religious" allow pubs and night life on Friday night. The Jewish Sabbath or Shabbat runs from Friday night at sunset, until Saturday night at sunset. On the Shabbat nothing is to happen only praying. The buses stop running, and all stores, banks, and schools are closed.

The Religious have much control over Israel; there is no separation between Church and State. Saturday is the only day off. Students go to school from Sunday until Friday. However, the Jewish calendar has many holidays, so they are in school about the same amount of time as we are.

My host in Tel Aviv was fantastic! Her name was Sigal Blumberg, and we got along great. "Siggie", as we called her, and I were very much alike. Both of us love "The Beatles" and old movies. Her English was very good, and whatever she didn't know her mother did, so communication wasn't a problem. She had traveled extensively in America and couldn't believe I had never been to Disney World, or Washington D.C. Her family lived in an apartment in downtown Tel Aviv. Much to my surprise the apartment was very modern. They have everything that we have: dish washer; microwave; television; hair driers; showers; radios; etc. The actual architecture is very different from the typical American apartment.

The first difference is the fact that the tallest building in the whole of Israel is about thirty-three stories high. The typical apartment building has three or four floors, with two apartments per floor. Each apartment has its own screened-in porch.

All the streets look the same in Tel Aviv for the most part. The reason for this is the fact that the city was built in a sudden burst between 1940 and 1950. The city wasn't planned, it was just built. Even by the end of the week I still had a hard time distinguishing our apartment building from the others on the street. Apartments aren't rented, they are bought. Many times, especially in Tel Aviv, the people are much older, since they can afford to buy the apartments. The newly weds and other young people live outside the city, where the apartments cost less. Not many people live in houses. As a result of this, families are small, about two or three children. The rich section of town has individual houses that are modeled like our ranch homes. This accounts for two streets out of the whole city. Houses are very rare in the cities. The only place where everyone lived in a "real" house was in the South in Mercaz Sapir.

Israel is seven hours behind Eastern Standard Time. I was exhausted the very first night, but that didn't stop me from going out. Siggie and I went down to Dizengoff Center and met some of the Americans and their hosts. Dizengoff is the Israeli answer to American malls. It was just like any American mall, complete with a Mac David's (the same as our McDonald's, except it's kosher. If you're ever in Israel don't order hamburgers. They're not beef, they're soybean substitute. Yum!) Benetton and a movie theatre.

In all the schools that I visited, the time schedule was basically the same. The school day started for some of the students at zero hour or 7 o'clock. Sometimes these students got out earlier than other students, but then again, sometimes they didn't. The rest of the school would start at first hour or 8 o'clock. Most schools in Israel are public schools. There are a few religious schools, but the Bible is taught in the public schools. There is one private school in Haifa. School is required until the 12th grade, and all students must take a

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MARK MAINELLA

by Ann Ambiel

At the end of January, Latin School was proud to welcome the well-known and respected Career Coordinator, Mark Mainella. Mr. Mainella travels across the country giving inspirational career and educational options seminars, not only to high school students, but also to college students and people in the working world who are dissatisfied with their jobs. Mr. Mainella came to Boston about 12 years ago, and it is because of his friendship with the Head of our Science Department, Mr. Walsh, that he came to Latin to speak with several junior and senior classes.

It is Mr. Mainella's history which makes him such an outstanding speaker. He describes his youth as being "the antithesis of what Boston Latin School students are today."

Growing up in the Bronx, New York, Mark Mainella fought against his good family and, succumbing to group peer pressure, was living on the streets at the age of 12 and 13.

"I didn't want to listen. I just wanted to be out on the streets, where the so-called action was. I did just about everything that could be done wrong in terms of my own academic background: I actually officially quit school at the age of 16. It became rather apparent to me rapidly that that without an education, without marketable skills, there was no future. The only jobs available to me were those so-called social stratification jobs of the lower class, the lowest of the low: shining shoes, street cleaning and so on. That was all that was available to me, and the only option was to go back to school."

Mr. Mainella, after going back to school, now speaks from his experiences. "People without goals tend to wander aimlessly, and there are people who spend their whole lives never establishing meaningful goals, they never accomplish anything. It would be like trying to drive across the country without a road map, yet people live their lives without goal-setting. They have no road map for their life. They go nowhere. They do nothing. Again, I've been there."

Mr. Mainella is involved with a program which has the prevention of attrition as one of its goals. Nonetheless, most of his days are spent with seniors who are going to various colleges and who are confused as to which career goals they should make. Mr. Mainella believes that a student must have a great deal of tenacity to become a senior in school. It's that motivation which is the bottom line, the factor which helps students to achieve their goals. Mr. Mainella has organized his lecture into 3 steps, or 3 keys, as he calls them. He hopes that by giving various students these options, he can help them to become more motivated and to plan successful futures for themselves. The keys, in Mr. Mainella's words, are as follows:

"Career Key #1 is job satisfaction and need fulfillment. Speaking statistically: 1 out of 3 students doesn't make it out of high school, better than 1 out of 3 doesn't make it through their first year of college, 2 out of 3 college graduates, who lack marketable skills, can not find a career-related position after graduating. Overall, 3 out of 4 people in this country tell us that they hate their jobs. What do you want from a career? You want to be happy. Pursue job satisfaction as your ultimate goal, become introspective, go within yourself, find out what it is you want to do. Don't be afraid of committing to a particular career. The worse that can happen is that you get into it, you find it's not for you, you take 2 steps back, and then you move on. If you're happy, money, security, benefits, schedule, upward mobility, all these concerns will align themselves. If you're not happy, it doesn't matter how much you're making, because ultimately you will quit or you will be fired!

Career Key #2 is believing in yourself. Many people have a negative self-image. They think little of themselves, therefore they don't care about themselves, and they are their own worst enemy. I had a negative self-image, a bad attitude, and I learned the hard way. We use these axioms because they are ultimate truths:

A Look at Communism

by Jonathan Glater

On December 4, Professor Tony Smith came to speak to members of the Political Science Society and to interested students about Communism, specifically, about the changes which are now apparent in Soviet policy. Smith is a professor of political science at Tufts University and is an accepted authority on Communism, which is the subject of his latest book, *THINKING LIKE A COMMUNIST*.

Recently, Secretary Gorbachev has been introducing a new era in the Soviet Union, an era of reform, of "glasnost," or openness. "What does it all mean?" Professor Smith asks. The issue is a mass of contradictions: Gorbachev liberalizes the Soviet government, and agrees to meet with President Reagan to work out an arms treaty. Gorbachev said that Stalin's guilt was "enormous and unforgivable." Yet at the same time, Gorbachev fired a close supporter who was too liberal. Do these strange actions spell a complete alteration of Soviet policy?

The answer, according to Professor Smith, is no. "Unless groups are able to form, without the government's control, and able to express themselves on public issues, the fundamental structure of power in the state-society will remain unaltered," Smith said.

In contrast, Communist governments elsewhere in the world are not liberalizing. In China, "the party has silenced

critical intellectuals in a number of fields," and proves by this action that "glasnost" is a term applied only to Gorbachev's policy. The state of world Communism is neither stable nor predictable. Were Gorbachev to die this year, the reforms which he has initiated would become "institutionalized," and so less liberal, less progressive and less effective. "The scope of these changes 'in Soviet policy' may be great," Professor Smith said, "but as far as our lifetime is concerned, these 'Communist' regimes will remain Leninist all the same."

After his talk, Professor Smith fielded questions from the students present. The most practical question was asked by one of the students who would be visiting the Soviet Union in the spring: "What changes are readily apparent?"

"Only those on a superficial level," Smith answered. As tourists, students will not be able to observe any of the deeper effects of the Gorbachev policy changes. However, Smith emphasized that one cannot help noticing the persistent, "loud, awful rock-and-roll music" which is becoming more popular in the Soviet Union.

Any real changes in the political organization of the Soviet Union will not be evident for decades, Professor Smith said, "such a program of 'liberalism' is not on the agenda for today."

"Winners never quit, and quitters never win." You've got to think a lot of yourself. You have to maintain a positive attitude. If you see yourself as a winner, others will too. The bottom line is that no one can tell you what you can't do. The only limitations that exist are ones that are self-imposed. If you don't believe in yourself, odds are you'll go nowhere.

It doesn't matter how many times you fail, you pick yourself up and you try again. With that positive attitude, ultimately you will succeed.

Career key #3 is the information gathering process. Many students don't know what they want to do after high school.

So many students are unsure. Take time. Talk to instructors, guidance counselors, people in the working world who are doing things that you hope to do some day. Visit schools, don't just talk to administration people, they're paid to say great things about the school, move beyond them. Talk to students who are paying to be at that school, their mind set is more closely set to your own than a paid person telling you about the school. Until you find what is right, the other option is, literally, to do nothing. Take some time off. Don't commit to a car payment, don't commit to a family, take some time off for yourself. If you have no

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Want to be an AVERRILL?

by Carolyn Lee

Do you ever dream of owning your own company? If the answer is yes, then why not consider joining Junior Achievement (JA)?

Junior Achievement is an educational program in economics. High school students organize and manage their own small-scale companies under the guidance of adult advisers from businesses and industries.

The following is a brief account of my experience with Junior Achievement. I first heard about JA through a friend. She related the great experiences that she had shared in operating a business. From that moment on, I was very intrigued by this program. A JA representative had visited the first floor homerooms during a Utility Period in October. After describing the program, he gave the students applications to fill out.

In about a week, I received a letter from the New England Telephone Company which explained to me that I would be working under the supervision of its advisers. In addition, I was to report to the first JA meeting to meet them.

Let me point out that New England telephone is just one of the many companies involved in Junior Achievement. Other

companies include Shawmut Bank and the Bank of New England.

The first meeting was delightful. Every advisor and member of my JA company were very friendly. The members were from various schools in Boston. Some were from Boston College High, while others were from West Roxbury High and Mount Saint Joseph's Academy.

The company was in operation for fifteen weeks. Officers were elected; stocks were sold to gain capital; a charter was established; a bank account was opened.

The products, which the company sold, depended on the decisions of the company's members. Whatever the products might have been, each member was responsible for assembling them. This was not as bad as it sounded. I assembled many items, including a book rack, without having hurt or broken anything.

Besides production and sales, team spirit held the company together. The success of the company relied on the individual performance of each of its members.

The Junior Achievement program is something worthwhile and an experience can be gained through this. Try it out for yourself.

AVERRILL

CONTINUED FROM PAGE 4

recruit Averrill's expertise.

Averrill is quite sensible, and she realizes that in order to progress in life, she must apply herself academically as well as athletically. The dexterous athlete states that she wants to get the best education possible. The schools in which Averrill has taken a serious interest are Stanford, Dartmouth, UCLA, Ohio State, U. of Virginia, and U. of Iowa.

The members of the Girl's Basketball team were celebrated as Dual County League Champions for the 1985-86 and 1986-1987 seasons. They finished in second place this season, which was a rebuilding year for the team. Also, the girls have qualified for the Massachusetts Intercholeastic

Athletic Association tournament for the third year in a row. Team members Nicole Desharnais and Averrill Roberts, were chosen to be members of the D.C.L. Girls All-State Team.

Coach Myers states "It has been a pleasure coaching her (Averrill). She is without a doubt the best player in Division 1 in this state." He also expresses a sincere thanks to everyone on the team for such a successful season and for his being selected as "Co-Coach of the Year" in the Dual County League. Coach Myers was also D.C.L. "Coach of the Year" for the previous two seasons.

Coach Myers, Averrill, and the entire team have much to be proud of, and they surely look forward to many victories to come.

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ASIA NIGHT

CONTINUED FROM PAGE 1

temporary songs. The young ladies contrasted vividly with the professional Chinese folk dancers of the Toon Huang Society, who were next on the program.

The highlight of the evening was a demonstration of "ninjitsu" by Tengu, which consists of Jack, Fuji, Victor, and another Jack. "Ninjitsu" is the art of soundless motion and silent death that was practiced by medieval Japanese assassins, the "ninja". Tengu demonstrated the uses of some of the weapons of the "ninja": the "sai", a short sword; the pike or staff; the long sword which, unlike its European counterpart, curves slightly; and "nunchaku", the art involving what is perhaps the best known weapon involved in

martial arts, two solid sticks linked by a short steel chain.

Vietnamese folk dancing, presented by ACC members, was next. A boy and a girl met romantically on the stage and performed an intricate, short dance. They were followed by members of the Eastern U.S. Kung Fu Federation, who performed a lion dance. This dance is well-known because it is performed every year to celebrate the Chinese New Year.

The evening ended with a few words on the meaning of Asia Night from Kenneth Chu and Leona Wong. Afterwards, the audience was invited to sample some of the delicious food prepared by the Asian Cultures Club in the cafeteria.



MARK MAINELLA

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ideas what you want to do, where you're going, rather than going off to school and failing as many do, maybe you need some time to flip Big Macs, or pump gas, or whatever it takes, just to feel your way around the 'real world'. Then you commit once you find a direction. No one says that you've got to know what you're doing for the rest of your life at age 18, 1 out of 3 people who are in college today are over 25 years old. The major determining factor, the major contributing factor, to success in school or on the job is motivation and desire. To suggest that you won't succeed when motivated is folly, you will succeed, you'll succeed at any point in your life that you'll make a commitment."

When asked what influenced Mr. Mainella to make a great turn about in his life, he answered: "I came from a good family. I went back through the Grace of God, to the strength of my family, my attitude changed. I met a lady and she inspired me, she told me I wasn't bad. 25 years later we're still together, I love her more

than ever. My family inspires me, they try, and all I'm doing is trying. My son is enrolled in a very difficult pre-med program at B.C. and he's on the Dean's List, my daughter is a sophomore in high school and she's doing very well also, they inspire me.

"BLS is one of the best schools that I've lectured in. This is a reflection of the instructors. The students are courteous and responsive. Academically, BLS students are the best of the best; however, you still hold the same interests and some of the same desires as other kids across the country. It is an honor to be here. I've never had anything but a most responsive reception. As I said before, I represent the antithesis of what you students are here today. Mainella was the guy who who was the exact opposite of what you represent here today at your age. Now, here, many years later, Mainella is here, hopefully helping the academic elite. What a treat!"

ISRAEL TRIP

CONTINUED FROM PAGE 5

chance to talk to each other, outside of the earshot of our hosts. Up to this point, we were still our own separate cities, not a unified group. However, after the meeting at the Embassy, we started to let go of our "city identities" and became "The American Delegation".

At each city we spent one day talking at our host school. These meetings were all basically the same. We would talk about our home city and school, and then answer questions. I was expecting many political and economic questions, but the usual questions were: "What do American teens do on the weekends?", "Who is on drugs in the group?", and "What do you think of Israeli television?"

We spent 2 days out in the desert driving around and visiting the Dead Sea, Massada. We stayed at a youth hostel that night. We left Tel Aviv on Sunday, November 29.

Jerusalem can not be compared to any other city in the world. Everything is made out of stone and built around the Old City. It is the holy city for the Jews, Moslems, and the Christians. The Old City is divided into many parts, including the newer Jewish quarters and the Arab quarters. The Arab quarter is what I imagined a medieval fair to be like. There are merchants everywhere, each one with his own wares and each calling out to you. The

test before they graduate. The test is called the Matriculations. Every student in Israel takes their Matriculations at the same time, so the whole country celebrates when they are finally over. The Matriculations are given according to the subject's level. Level 5 is the highest, and 1 is the lowest.

The Israeli school is very different from American schools. The students call their teachers by their first names, and the discipline is very relaxed; I saw students just leave the room when they felt like it. Coming from a school like Latin, I was shocked. A student remains in the same classroom all day and the teacher moves from room to room. Instead of lunch, they get a break at about 10 o'clock. They don't have lunch in Israel, but one main meal at 2 or 3 o'clock, depending on each individual family. Everything closes at this time, and then reopens later in the day.

While our hosts were in school, the American delegation took day trips. We went to the Mediterranean Sea, Old Jaffa, the American Embassy, the Jewish Museum, and many, many other places within that week. The visit to the American Embassy marked change in our group. This was the first time for the whole group to sit down and to talk with other Americans about Israel. It also gave us a

Old City has many other attractions. The Wailing Wall located in the center of the Old City. The Dome of the Rock, the Via Dolorosa, and the Church of the Holy Sepulcher are all located in the Old City. Each of these holy places are special in their own way. Words can't describe the feeling one gets when seeing them, one has to experience this for himself.

Similar to our stay in Tel Aviv, we talked at our host's school, visited museums, and took in the sights.

While we were in Jerusalem, we visited an Arab village. It was very difficult to understand

the Arab situation in Israel. The Arabs were treated as 2nd class citizens. This was the only time in the entire month that we were allowed to visit these Arabs. However, we didn't talk in the classrooms; instead we played volleyball and Jali Ali. At "lunchtime" we each went home with a student to meet their family. Unfortunately, my host didn't speak much English, but her uncle did. I was fortunate enough to speak with him for a short time. Putting aside the let downs of the trip, I really enjoyed it and I'm glad I got a chance to see and experience a culture beyond my own.



In Loving Memory of Mr. Durante

by Jonathan Glater

Perhaps you did not know Mr. Durante. Perhaps, to you, he was just a large man on the third floor with chalk dust on his pants. Perhaps, if you were new to the school, he was one of those teachers who chased you into your homeroom. Or perhaps, you knew him. I knew him, the best and most kind of teachers, who was willing to spend time with a student to help him enter the honors program of the math department.

William Durante graduated from Boston Latin School in 1947. He returned as head of the Math Department in 1967, after teaching at Boston Tech and serving as a department head at Brighton High School. Mr. Salvucci, a close friend of Mr. Durante, said, "He always wanted to be department head here."

Mr. Durante was more than a math teacher at Boston Latin School and more than a department head, though he carried out both these duties in an exemplary manner. He was someone who helped students, who was always ready to write a recommendation for an anxious senior, and who could be a friend as well as a mentor.

No one was prouder of Latin School; Mr. Durante worked for every student who sought his help, and he never gave up in doing so. He kept an eye on those of us he knew, recommended us for summer workshops, and sent us to extra math exams. Always, he wanted us to succeed, whatever it took, and it was this dynamic force which made him such a

great teacher, such a great man.

Mr. Durante had the rare gift of making students understand; when he explained something, whether it was a math problem or part of the college admissions process, a student understood the solution. More than that, and perhaps more important than that, one learned how to produce the solution and why the solution was obtained in that manner. I remember his warning to us when a problem was especially tricky: "It's a sucker problem." Also, if it is a "sucker problem," you could be sure it would be extremely difficult to solve, but that he would be there to help.

Mr. Durante coached the BLS Math Team to victory in the 1985 NEAML (New England Association of Math Leagues) Competition, and he led them to the final round in 1984 and 1986.

"He was the best teacher I ever had," said Benjamin Pomicter, a former captain of the BLS Math Team, "because he really cared about his students, spent more personal effort trying to teach people and to make sure people understood. More than any other teacher I ever had at Latin School, he was probably the most important influence on my career. He did a lot for me personally; he really helped me when I was there. It seemed as if it gave him real satisfaction when his students were winning, when he saw students learning. He had a real desire to teach, everything came across when he explained it because he WANTED to show us."



"He was really concerned with the kids," Eric Wep-sic, who is in the senior math class now, told me when asked about Mr. Durante's mysterious ability to teach. "When I saw him about something (before school), he'd always be talking to someone - and not just the good students."

"The thing that really impressed me," Geneve Allison said, when she recalled her class with Mr. Durante last year, "was that he really loved what he was doing....He was

just so into it. He talked about math in reality - if you don't know this, how can you understand radar, bridges, and pyramids? He was really inspiring; I was never a star, but I left class realizing how much you can do with math...it'd always seemed just another subject, but he made it a lot more than that."

However, Latin School's appreciation of Mr. Durante was not limited to students. Mr. Salvucci, also a math teacher, was a very close personal friend of

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Vincent Lau

Ann Ambiel and
Rasekh Huq

Malcolm Flynn



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Are AP's Worth It?

A Commentary

by Thomas W. Ho

The month of May is already here and for many juniors and seniors, the time to take the A.P. (Advanced Placement) exams, is ever approaching. Some students see the exam as an opportunity to save themselves from some trouble in their post-secondary education. Other students, on the other hand, see the exam as a waste of time and money; one A.P. exam costs \$53 this year. I, however, feel that despite the high fee and effort, an A.P. exam is still worth taking.

A.P. courses, for which A.P. exams are mandatory requirements that students must fulfill, are offered to students at Boston Latin at the beginning of their junior year. The students must take the A.P. exams to receive A.P. credit. A.P. courses vary from Art and American History to Spanish and Physics. Latin A.P. is one of the first A.P.'s which BLS students take. Then, during the senior year, the students can take anywhere from one to five A.P. courses.

Grades on the Advanced Placement Examinations are given on a basis of a five point scale. The scale ranges from a "five", being the best grade a student can receive, to a "one", being the worst. A grade of "five" indicates to a college that the student is extremely well qualified in his A.P. course, while a grade of "one" means no recommendation of the student's capability in handling a rigorous A.P. course by the E.T.S. (Educational Testing Service) which administers the A.P. examinations. Most colleges and universities accept grades of "three" or better and they give credit to the student.

There are many advantages and benefits a stu-

dent may receive when taking an A.P. course and exam. At Boston Latin, taking an A.P. course gives the student a chance to improve his class rank that starts at the end of the sophomore year. Taking an A.P. exam in high school indicates to any colleges that the student is willing to accept the rigors of a college-type course. Doing well on an A.P. exam is also a big advantage. Getting a "three" or better on an exam can allow a student to exempt himself from taking beginners' courses in college. The student can also get permission to take higher-level courses. He can be awarded with academic credit. With the A.P. exams, he can save himself a lot in tuition cost and has more time to explore other subject areas that he would otherwise not be able to explore. He, furthermore, would be eligible for honors and other special programs offered in the college he attends after having received A.P. recognition.

The only disadvantage that I see is the high cost of the fee for an A.P. examination. However, this disadvantage is outweighed by the advantages and benefits that are previously mentioned.

For those students who are not familiar with what A.P. courses and examinations are, the commentary that I just made should provide some answers. I encourage the students of Boston Latin School, especially the underclassmen, to experience and try the A.P. courses offered in the school: for the A.P. courses taught by a highly-skilled and very knowledgeable B.L.S. faculty are the key in determining the future education and career of you and me.

ART A.P.?

A Commentary

by A Patron of the Arts

"Art A.P.???---Why in the world did you take that?" Such are the words heard by many of the Art A.P. students at Boston Latin School. This question is posed by teachers, parents, guidance counselors, and fellow students; thus implying that art is not a "worthy" or "heavy weight"

subject at BLS. As a student in the Art A.P. program, I must disagree with this insinuation; it is a terrible misconception.

Students interested in enrolling in this course are required to take an entrance examination with Mrs. Craddock. Last year, over forty students took this exam. However, only about fifteen were accepted. Thus, it must be

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Same Standards for BLS?

A Commentary

by Ann Leahy

I recall coming to the summer orientation prior to entering Class VI, when I was told to look to my left and to my right because those individuals who were sitting next to me probably would not be graduating from Latin School in six years. How true! I have reluctantly watched many friends transfer from Latin School to a less demanding alternative. My comrades, who were shamefully placed at the bottom of the class, are now soaring at their new schools. The students who leave Latin School are failures, correct? They could not "stick it out" and therefore will never amount to anything; so I thought too.

Although their SAT (Scholastic Aptitude Test) scores may be lower than most of ours, their class ranks are higher, and that's what colleges want. I'm wondering where this leaves the many BLS students who aren't situated at the "rock bottom" of their class, but don't stand out in the "top 10" either. What will their reward be for 6, or 4, years of hard work and long nights of studying? I

have spoken with a number of parochial high school seniors who were not invited to attend Latin School. More of these students are being accepted to better colleges than many of the seniors at BLS, simply because they have received high academic standings at a less competitive high school.

Boston Latin School is a wonderful educational institution where we are given the opportunity to receive a first-rate quality education, if we desire to work for it. However, at BLS it is unfortunate that working hard and succeeding elsewhere are not always synonymous. Hopefully, something can and will be done so that colleges will be better informed regarding the competitive nature of our school. Despite the 353 years of the "Tradition of Excellence" at Boston Latin School, this message doesn't seem to be relayed well.

This issue should be immediately addressed by the faculty and administration before more students are cheated out of better higher educational opportunities.

bls bulletin board

ACC Volleyball

by Josielyne Pacifico

The Asian Cultures Club is sponsoring volleyball games at the Josiah Quincy School gym. These games are held every Wednesday from 3:00 to 6:00. It is mainly organized by Kenneth Chu, Davina Wong, and Harry Szeto. There are two teams from Boston Latin School, one team from Boston Latin Academy, and two teams from Boston Technical High School.

The main goal of this program is to give students a chance to meet other students from different schools. They also

get the experience of playing for a team. The students realize just how important "teamwork" is when it comes to trying to defeat the opponents. However, most important of all, everybody enjoys this experience.

There will also be playoffs in May. The best four teams will play against each other and then, the two best teams from the playoffs will play against each other for the championship, with aspirations of winning a trophy.

Student Government Day

by Tony Lee

On April 8, at Faneuil Hall Marketplace, the Boston Student Advisory Council performed a special program called "Faring Realities". The purpose of the program was to inform students about problems ranging from drugs and alcohol to teenage pregnancy and AIDS.

Eric Knox made the opening announcement of the program, and people, such as Eliot Francis from Channel 2 and Dr. Deborah Protlo-Stitle, the Commissioner of the Massachusetts Department of Public

Health, spoke about these issues.

Music and entertainment were included in the program. The Boston Latin School Concert Choir performed "Cantique" and the last two movements of Vivaldi's "Gloria." In addition, the band "Musical Emotion" also performed "Tequila"; "La Bamba," an instrumental; and "Carie." Also, there was a quiet skit about three friends, two of whom took drugs. All in all, it was a very good program.

Students from Strasbourg

by Leila Graham-Willis

You may have noticed several new students in our school during the first two weeks of April. The reason for this is because on March 31, twenty students and a chaperone arrived from Kleber Lycee, Strasbourg, France. While the students were here they attended many classes including French, English, Spanish, and Music. Also they took day trips to such places as the Plymouth Plantation, the New England Aquarium, and the Boston Museum of Science. On the weekends, the Strasbourg students participated in a variety of activities with their American "brothers" and "sisters."

Here's an example of one student's experience here in Boston. Let me introduce Caroline Redempt. She is fourteen years old and presently lives in Strasbourg with her parents and her younger brother. She spent an enjoyable two weeks with her American family, who showed her the sights of Boston and the "American lifestyle." Because Caroline speaks and understands

English very well and because her American "sister" practices the little French acquired through her studies, there were not too many problems for them to understand one another.

Caroline had a fun-filled two weeks in Boston. She enjoyed a Boston Celtics game and the Boston Ballet. In addition, she went to a party and found it very different from a French party. Because there are only four French television channels in Strasbourg, Caroline was impressed with the American cable television, which has many more channels than four. Also, Caroline found it quite amusing how Americans refer to things as being French. For instance, there are French doors and French salad dressing. What Americans call French braid the French call "une natte africaine," an African braid.

This visit was an excellent exchange of ideas and culture for both the Strasbourg students and the American students.

The Voice of Fivesies and Sixies

by Mable Mui &
Jean Pacifico

Do all of you upperclassmen remember the good ol' days of being a "fivesie" and "sixie"? Weren't you ignored, picked on by upperclassmen, and loaded with burdensome books and overwhelming homework every night? Along with all these things, there are many great things at Latin School as well.

Upon entering the school, many "fivesies" and "sixies" found that it was difficult to adjust to the large size, the large amount of homework every night, and the strict teachers. What made it easier was the summer orientation, tutoring programs, afterschool help, study classes, and afterschool clubs or activities. These many tutoring programs, clubs, activities, et cetera also helped the "fivesies" and "sixies" to meet and to make new friends with their peers and even with upperclassmen.

Many fivesies and sixies find that the importance of grades is emphasized more than the importance of learning. They believe that our school

system emphasizes grades as an important factor for our ranks and for getting into a good college or university. This is true, but some students resort to cheating or just doing anything to get that good grade. Learning should therefore be emphasized more and good grades should follow.

The "fivesies" and "sixies" suggested many improvements that can be made to make our school a better place. For instance, the school should be cleaned up, especially the lavatories. Another suggestion is that teachers should "ease up" on the homework assignments, especially if they have already assigned long-term research projects or reports. Some "fivesies" and "sixies" benefitted greatly from the utility periods and suggested for one or two more a week.

Altogether, the "fivesies" and "sixies" find that the school and what it has to offer is beneficial. After adjusting, BLS no longer seems unpredictable and difficult, but it is now a challenging and fun school.

Latin Limelight

REBECCA KEITH

by Megan McCarthy

On Friday, April 8, and Sunday, April 10, the Jamaica Plain Symphony Orchestra performed "Symphonie Espagnole" by the French composer Lalo. The violin soloist was Rebecca Keith, a senior at Boston Latin School. Rebecca comes from a musically talented family: her grandmother is a music teacher, her parents, also members of the Jamaica Plain Symphony, play as a hobby, and several aunts and uncles are professional musicians. It is not a surprise then that Rebecca, impressed by her family's talents and being eager to follow in their footsteps, began taking lessons at the age of five.

When she arrived at this school in the seventh grade, already a skilled violinist, Rebecca was accepted to the String Ensemble in her first year, a rare honor for a new student. She continued to take lessons at a school in Cambridge, and, with the further development of her skill, came a move to the prestigious New England Conservatory of Music. During the past few

years, (while still studying at the rigorous Conservatory classes), Rebecca has continued to perform with the String Ensemble and has even begun to appear in the string section of the Jamaica Plain Orchestra. This year, she hopes to attain a fourth level certificate - the highest possible achievement for a Conservatory Student. To do this, she must pass a final evaluation, on May 14, an event she looks forward to with anxiety.

In addition to her musical abilities, Rebecca has shown tremendous talent and dedication in other areas of her life: demonstrating academic prowess throughout her years at Latin, swimming successfully on the BLS swim team for the past three years, managing the hockey and baseball teams, chairing the Senior Class Committee, and participating in numerous clubs and activities. Her future holds Yale University in view where, although she does not plan to major in music, she hopes to join the Symphony Orchestra.

KEVIN SO

by Vickie Towe

Kevin So is music man extraordinaire, already known to the Latin Scholars as a performer and director. Where does he come from? What does he do? Where is he going? Here are some answers.

Kevin So was a shy kid. He was a shy kid in the candy store of life. "Piano playing?" that was just a hobby. Then, there was something even more important than music in his life. Yes, there were several somethings in fact. There was a time when Kevin was not only a dedicated scholar, but also an artist with the ambitions of being a future architect or engineer. "I was a bit of a nerd," he explains. So what happened? After hearing his idol, superstar singer Billy Joel, singing and playing the piano on television, Kevin was inspired. Following the steps of his brother and sister, Keith and Pauline, Kevin took several years of classical piano before deciding to increase his knowledge of music and to continue listening ac-

tively to himself. Because he was a rather timid Chinese boy, he had the talent but not the "guts" to perform, until his friend Henry Ko encouraged him. The two collaborated. This began by strumming their guitars and performing passable renditions of old Beatles' songs at Porter Station. They earned twenty-five cents, not a bad start.

As he acquired stamina, Kevin found more appreciative audiences. BLS was his first group in last year's fashion talent show. Who was that soulful Asian "dude"? His performance of "Honesty" received a standing ovation, which was a rather excessive, but a necessary boost to Kevin's ego. Was the next step Broadway? Not quite, but he was getting close, The Faneuil Hall Cabaret. He sang, danced, acted, and showed off his brilliant personality. From singer/actor, he moved to musical director for the BLS Drama Club's production of "Guys and Dolls." With co-

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Faculty Focus... The Music Maestro

by Henry Ko, Karen Marchione, and Ann Richards

After six months of waiting, the music program at B.L.S. has finally received a new department head. One afternoon we had the pleasure of speaking with Mr. Jackson.

Q. What school system are from and what type of responsibilities did you have?

A. I come from the Wellesley School System. I worked at the junior high school level for seven years and another seven years at the elementary school level. I was in charge of the advanced concert band, the marching band, the seventh grade choir, the madrigal (a select group of a capella singers), general music class, the orchestra, and the orchestra for musicals. I was also the director of some of the musicals, such as "Fiddler on the Roof" and "Sound of Music". Elementary duties

included general music classes, band and chorus. Previous to the Wellesley Schools, I was the choral director for the Weston High Schools.

Q. What instrument do you play?

A. The instrument I enjoy playing the most is the organ because it is a complete orchestra or band within itself. I also play the piano. During my high school and college years, I played the trombone and baritone horn in the marching band. In college, I was required to learn all instruments.

Q. Who is your favorite composer and what are your favorite pieces of music?

A. My favorite composer is John Sebastian Bach. My favorite piece of music for the organ is the Passacaglia and Fugue. My favorite composers for orchestral music are Vivaldi

and Beethoven. For band music the list would be too extensive, but if I had to choose it would be John Philip Sousa, "the March King." My favorite Sousa march is "King Cotton," which will be one of the selections in the Senior Band's spring concert.

Q. In what direction would you like to head with the Senior Band?

A. I want their quality of performance to complement the academic reputation for which Latin School is known.

Q. What are your duties as the head of the department?

A. I have administrative responsibilities. This year I am directing the Senior Band and the Junior Band. Next year, I will be directing the Senior Band and teaching the Music A.P. (Advanced

Placement) class.

Q. Academics come before music in this school. Do you find this the case in other schools?

A. Yes. Music is a very serious discipline. It demands as much as any other challenge to be of quality. Music and the arts are viewed as a frill. Society is not committed to the importance of the arts. People generally have no concept of the amount of work that must go into a performance. I want to make people that I come into contact with more aware of this hard work. I want my students to enjoy the discipline and the art they create. This is hard work, but the end result is pleasing and gratifying.

With this, we concluded our interview with Mr. Jackson, and we wish him the best in his years ahead at Boston Latin.

Faculty Teaches the Golden Rule

Faculty teaches the Golden Rule

by Eddie Woo

Mr. Myers hits for two of his eight points with 2:50 left to put the game away for good; the faculty had a 47-40 victory over the senior students in overtime.

From the beginning, it looked as though the senior girls who played in the first quarter would easily win, when they went on a 4-0 run before the teachers scored. Ms. McCarthy admitted that she thought that the teachers would lose. The teachers ended the period losing by three points.

Then, the boys had their turn. In the next period, the students scored four unanswered points, boosting their lead to 10-3, before the teachers started their defense. What really got the crowd going was a three point score by Mr. Myers; but, Brett Mirliani answered Mr. Myers' three point shot with one of his own to end the second quarter: 15-12, the students were leading. Although the faculty was losing, Mr. Myers seemed confident.

In the third quarter, the faculty hit one shot, at 15-14 students, after Anne Marie Phillips was called for travelling. However, with the help from Devona Williams and Diane Rowan, the students built their lead up to four, 18-14. The faculty



struck back with a three point shot by Ms. Carter. The crowd cheered as the faculty took the lead for the first time, 21-20 with 2:08 left to play. Then, the students went on a 6-0 run, and the quarter ended: 26-23, students.

In the fourth quarter the men's faculty went on the offense, starting a 7-0 run. The students scored with a three point shot by L. Giles; 30-29, faculty, with 5:45 left in

the game. In the closing minute, the teachers were called for two technical fouls at 1:49. The shots were good. The game was tied, 36-36. With a minute left to play, the students took the lead 38-36, and, with a foul shot, increased their lead to a three points. The faculty didn't give up, however. They hit another three point shot with forty seconds left to play, to send the game into overtime, 39-39.

In overtime, it was the faculty's game. With help from Mr. Myers, the faculty ran a 4-0 run before the students got a single point, one out of two foul shots by Steven Key, to make it 43-40, faculty. With help from the English High School coach, Mr. Ramsey, the faculty went on to win, 47-40.

After the game Mr. Ramsey said that Mr. Myers was the star of the team.

Making Music with BLS

by Mark Buhlman

On Wednesday, March 30, the Boston Latin School auditorium was filled with the delightful tunes of the Russian duet of Igor Yegikov and Irina Vorontsova. As part of "Making Music Together", the cultural exchange between the United States and the Soviet Union, which just recently left Boston, Yegikov and Vorontsova gave a presentation of their most favorite and most meaningful songs. Introducing their performance was Bennant Hammond, a young American folk singer who got his start

singing and playing his guitar on the streets of Harvard Square. Hammond opened with a rendition of "Here Comes the Sun" by the Beatles, which was followed by a poem by the Latin author Catallus, which Hammond himself had set to music. As the young folk singer left the stage, Igor and Irina, who are husband and wife, addressed the crowd by means of a interpreter. Igor, who plays the piano, stated that in all the schools he had played in neither he nor his wife, who sings beautifully, had ever seen as grand a hall with such a history as that of BLS. Also, he explained that he writes all his own music and that he

enjoys setting his music to poetry and other forms of literature which are appealing to him. Having finished his address, Mr. Yegikov took his seat behind the piano as his wife approached the microphone. The first song performed by this Soviet duo was one of which the theme had been taken from the novel The Martian Chronicles by Ray Bradbury. Before the song started, Igor explained the background of their first number: the world has been destroyed and there is one female voice coming across through the radio; this voice is proclaiming the oncoming spring, the spring which ironically no one will ever see. With

deep conviction, Mr. Yegikov stated that we must not allow this to ever happen. Although this song, performed a capella by Irina, was completely in Russian, there was such emotion in her deep brown eyes that the words became superficial; the power of her voice and the expression on her face told all that needed to be known. The heaviness of the air was soon lifted as the duo began a song titled "Jajuka," which is the name of a witch who may shortly be appearing in a NBC cartoon. The audience was called upon to participate in the following

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BOYS' VOLLEYBALL



by Mary Pham

Boys' volleyball, quite a new sport at Boston Latin, is back again for its second year. Similar to all other sports, volleyball takes five days of dedication for either practice sessions or games. The team is coached by Ms. Woo, who is also the girls' volleyball team coach. She helped the girls' team enter the state finals in 1986 and 1987. Can she do the same with the boys' team?

In an interview with the coach of the boys' volleyball team, I asked Ms. Woo:

Q: How does this year's team look to you, compared to last year's team?

A: This year's team, as a whole, comes with less experience; but there is a lot of enthusiasm.

Q: What are your expectations for this year's team?

A: I hope that they will

finish as well as last year's team did, if not better.

Q: What do you think their chances are for getting into the finals this year?

A: There are no "finals" in boys' volleyball as there are in the girls' season. Boys' volleyball is still not recognized as a spring sport. Because of this, the MIAA will not sanction any post season plays for this sport.

Q: Is it difficult for you as a woman to coach a boys' volleyball team?

Are there any differences between the boys' team and the girls' team?

A: No, I find coaching the boys' team a very enjoyable experience. Regardless of boys and girls, I am still working with youth. In fact, it is easier because the boys come with raw athletic potential and pick up skills a lot quicker.

Q: What are your future plans for the team?

A: I hope to be able to compete on a more equal level with teams from Brookline High School and Brockton High School.

Q: Do you have any further comments about the boys' volleyball team?

A: Yes. Eventhough boys' volleyball is a new sport, the two leagues we are in, Suburban and Independent, are very competitive.

The BLS team faced the Brookline team, last year's champion, for their first game. Brookline again came back with a strong team. It was a tough match and both teams worked hard. However, after endless efforts from Latin's team, our team was defeated 2-0.

You can help support the BLS Boys' Volleyball team by coming to their home games.

May 16 VS. Dedham

May 23 VS. Wellesley

May 27 VS. Newton South

(Emmanuel College's gym at 3:30 p.m.)



MR. DURANTE

continued from page 1

Mr. Durante. "He had a natural talent for math. He knew the stuff cold," Mr. Salvucci said. "He was a very experienced teacher; he knew nice ways to explain, knew the common errors students would make. He really cared whether students understood... I don't think everyone saw him teach, but I did. He really had a presence about him. We all loved him and respected him and enjoyed working with him."

Mr. Durante was well-liked throughout the school, Mr. Beninati, a history teacher, remembered. "He had a genuine interest in people, especially students, and it carried over into his subject matter. He was a personable person, concerned and sensitive. And his love for math was pretty obvious."

"I remember that (meeting Mr. Durante) vividly," Mr. Regan, a BLS English teacher, told me. "When I first came to Latin School, I didn't know anyone well and I didn't know him at all, and yet, after the first teachers' meeting he just came over to me and introduced himself and introduced me to other teachers...He told me, 'You're about to start

working with the best kids in the country.' I always remembered that. I think he's right....I thought he was a superb human being and I will miss him."

"Looking at the number of requests for letters of recommendation showed he was a favorite among the students," said Mr. Contompasis, Headmaster. "He was always at the top of their lists, well-thought of and respected for his dedication and commitment and his love of Latin School. For him, teaching was a calling... his first interest; his greatest pleasure was to see on April 15...the students whom he had known to get into the good schools." When asked about Mr. Durante's ability to make students understand, Mr. Contompasis explained: "In order to be a good teacher, he had to know his subject matter. He had that. He knew how to control the class...so that every moment in that class was used. He was a committed human being who cared about his students. The combination of these three made him an outstanding teacher. Obviously you don't replace a teacher like that. He'll be missed."

KEVIN SO

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musical director Lauren Bennett, who was also a Faneuil Hall performer, Kevin managed to teach the demanding score of "Guys and Dolls" to the Drama Club. The final product was a success. For a more charitable cause, Kevin directed a group from BLS for the citizens of the South Cove Manor Nursing Home. Kevin, accompanied by Michael Graham on cello, gave a heart warming rendition of "I am Your Child," which he dedicated to his grandmother.

This is what his future holds for him. This year, he will perform on Music Night on May 6 and also for the NAACP (National Association for the Advancement of Colored People). Already, Kevin's fame exceeds the boundaries of the school. He has been seen on television in commercials and in the subway on advertisements promoting the Youth Theatre. On a long term range, he intends to apply to the Berklee College of Music and perhaps to earn a degree in both Music and

Business.

Who encouraged this budding star? A great deal of credit goes to Mr. Siagel, who supported Kevin and gave him opportunities to use his talents to the fullest. Although his parents are not thrilled that their son intends to be a "poor artist," a veritable nightmare in many parents' minds, they are nonetheless very proud of their son's musical ability. Kevin is an outstanding student and has many resources to fall back upon, if his chosen career is not successful. However, this chilling thought does not seem to ruffle him. "Most parents want their kids to be doctors or lawyers. I'm not doing this to be different, I'm doing this because I like it. If I didn't perform at least once in a year, I'd drop dead."

BLS is a source of multi-talented kids. Perhaps, there is a future rock and roll star among us.



Simmons Science Program

by Regina Lau

The Simmons science program is a program which is currently being held on Saturdays to expose students to different areas of science. Five students were selected from Mr. Akeson's freshman biology class for this program. Students from other high schools, such as Jamaica Plain, South Boston, Boston Technical, Brighton, and Madison Park High Schools also take part in this program. All of this is run by Mrs. Judy Fisher at Simmons College. Students are taught different fields of science and math with different approaches.

The math sessions are taught by Donna Beers; Biology by Sandy Williams, Karen Talentino, and Joel Pipenberg. The students do many different kinds of laboratory work in Chemistry which is taught by Iclal Hartman, Leonard

Saltzberg, Emel Yakali, and Carolyn Spodick. Velda Goldberg is the Physics teacher in this program.

Usually, two sessions are held each morning. The first meeting however covered a little of each of science. The topic was on colors. In the chemistry lab the students did a simple paper chromatography in which they were able to discover that the components of color were not what they appeared to be.

Have you ever wondered about the Christmas Star? Well, the following month the students were able to visit the Planetarium in the Boston Museum of Science. There, they heard about what the Christmas Star could have really been. They also went to see the Omni Theater, which showed a film about the mysterious ancient inhabitants of the

Grand Canyon.

Many sessions involved laboratory work. The pupils extracted the green pigment of a spinach leaf. It turned out that the pigment contained not only chlorophyll but also carotene. In a recent lab, they removed the salivary glands from the larval stage of a "Drosophila," which is commonly known as the fruit fly. After removing the glands, they were able to study the chromosomes of the fruit fly under microscopes. Also, the students were able to find the amount of calcium, protein, iron, zinc, vitamin, and calories they had in a day. For this information, they were to record everything they had eaten in a time period of twenty-four hours. The computer gave the results in charts and also gave nutritional advice.

Besides this work, some students also partici-

pated in the logo contest for the Simmons T-shirts. Have you ever tried mailing a single Pringle potato chip through the mail to see if it would survive? Eight students tried this, and three of the students' chips survived. They were to wrap the chip any way they wanted to in the smallest and lightest way possible so as not to be crushed.

An upcoming event in May is a trip to Riverside. The students are to learn about the applications of physics in an amusement park. A certain student attending the program said that she looked forward to the meetings every month because it is very educational, a great way to meet new people, and it gave her a better understanding about science, and prepared her for next year's science course.

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are grilling,
the fries
are frying,
the shakes
are shaking,
the biscuits
are baking,
and the eggs
are cracking.**

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**Longwood Galleria
at Children's Hospital**



Othello



Mrs. Middleton would like to thank the many students who stayed after school for five months straight to rehearse the play "Othello." Many hours of homework greeted them afterward, and it took real maturity and a responsible attitude to handle a schedule of this magnitude. All of you displayed that "Latin Spirit" and you are to be congratulated on your magnificent thespian achievement.

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understood that the students enrolled in this course are carefully chosen by Mrs. Craddock herself. This rather quells the idea that "anyone" can take Art A.P. It is true that "anyone" can apply, but it is not easy to be selected.

The Art A.P. course is a two-year track. During the two years, students are expected to work on pieces to be used for their portfolio. The judgment of this portfolio is to be the basis of the A.P. exam at the end of the senior year. Thus, when students do their work in Art A.P., they must keep in mind that every piece is a possible submission for their portfolio. Every piece of work must be given due attention and seriousness. It is also required that students work on a two-year "concentration" project. For this project, students are asked to choose almost any area of art that interests them, a film or interior design, for example, and concentrate upon it during their junior and senior

years in order to produce an elaborate project. This could very well be compared to a term paper in an English class, which is known to take up quite a bit of time and hard work. Such as other students in other A.P. classes, students in this course must also be thinking about their A.P. exam which is an evaluation of their portfolio.

Art A.P. is a regular class which meets every day. Homework is assigned and graded, as is classwork. One must also keep in mind that one can't do his or her artwork well on the way to school on the bus, such as one can read or study. The assignments require much thought and care. The Art A.P. student is to keep a notebook, such as one would in other subjects. Also, Ms. Craddock is there to offer advice and criticism, as any other subject teacher is expected to do so. Sometimes it is even more difficult for an art teacher to give encouragement because it is easy for a student to become frustrated or disheartened

when trying to express himself. In this course, students are also encouraged to come down during utility periods and their studies, in order to work on their art assignments. In addition, students' works are pinned up on the wall as a form of encouragement. It is also interesting for students to see and critique their peers' work. On the same note, students critique each other's work in class, so that they may learn from one another.

The claim that art is a "useless" subject seems ridiculous to me. How can anything which gives aesthetic pleasure and a way of perception and expression be useless? Although Latin School is a rather traditionally academic school, why is not art considered by some to be a worthy part of the BLS curriculum? Art is unique in that it is a discipline which allows one to use his creativity. Art class not only helps one to actually express oneself, but it also gives one a whole new approach to thinking and seeing. How can something

as enriching as this be "useless"? Would one call philosophy, which is a course in "thinking and seeing," useless? Although subjects such as math, science, and history are important, I think that art is also quite important and should not be belittled by advocates of "typical college preparatory education." Art may be considered as essential to a "classical" education as Greek or Latin is. Also, one of the good things about Boston Latin School is the freedom one has in choosing many of the subjects he takes, although it is basically a preparatory school for college. Thus, students shouldn't be discouraged from taking a subject which they have a desire to study and which can provide so much, such as Art A.P.

Please keep in mind that art is not an "easy" subject or is it a subject to be taken lightly. It is an A.P., like any other A.P., which requires hard work. Also, remember that the Art A.P. students of today maybe the artists of tomorrow.

Project Reheritization

Interview with Mr. Mathews

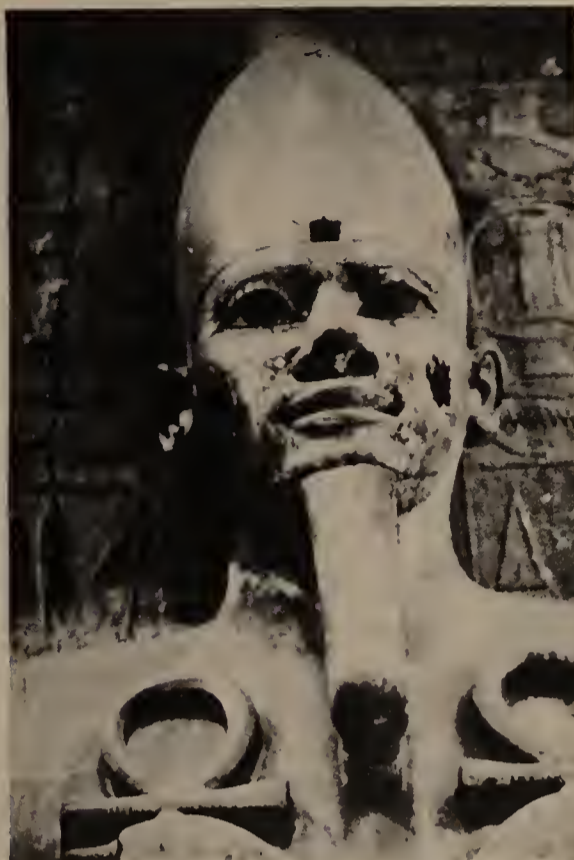
by Ann Ambiel

Mr. Mathews, one of the math teachers here at Latin School, has spent many years researching Africa and the African influence on civilization and world culture in general. Mr. Mathews began his research when he was a junior in high school.

"Years ago a teacher was discussing slavery in the United States. He told me that slaves were extremely ignorant; in fact, they were so ignorant that they didn't even know what freedom was. When they had found out that they were free, they went to the courthouse with baskets to put freedom in. That day, I started researching my past and began to take a look at what the Africans and black people had done because I knew that I wasn't going to find it in the classroom."

Mr. Mathews has discovered many interesting facts in his research. One of such concerns the architecture here in America which is directly taken from the African culture. An example of this in Boston is the Bunker Hill Monument. It's a design is one of which is quite common in African culture. The Celtic, or ancient English, language is rooted in Africa; there are common words that are used daily such as water, mother, father, sister, and so on that come directly from African culture. Ancient philosophers studied with Africans in Africa. They appreciated them so much that they went back to Greece and built the Parthenon, which is a replica of buildings from where they studied. People like Socrates, Pythagoras, Thales, and many others spent a great deal of time studying in Africa. Herodotus' Book II states that Egyptians were a black people and that much of the Greek cultural basis is rooted in Africa.

However, the influences don't stop here. Did you know that we've already had a black President? Warren G. Harding's grand uncle was black, and by definition of what is traceable, Warren G. Harding would have been considered to be black. If this fact had been known, Warren G. Harding would have had to have used a colored fountain and would have had to succumb to numerous other rules and regulations against black people.



Senwoset I; he was believed by the Greeks to be the founder of Athens, according to Didonua.

Beethoven was a Moor; he was black. One can go to the school library right here and read descriptions of Beethoven. Don't look at the pictures, but read the descriptions. Beethoven was described as being swarthy, dark, with a broad nose and with unruly hair. In looking at older pictures of Beethoven, he appears to be black. After Beethoven refused to pose for portraits, portraits were still painted of him, but these depicted him as a typical European.

"Civilization, straightforwardly, started first in Africa. There is no doubt about it. Things such as kingship, government, international trade, universities and schools—all these things were started in Africa. Many Europeans went to study in Africa. Some of the first universities that were in Europe were founded by Africans who moved into Southern Spain.

The list goes on. Where would we be without the calendar? People argue about a great deal of things, but they don't argue what day it is and they don't argue what time it is. Africans put that in place several thousands of years before others did."

Much of the math that we use today comes from Africa: algebra, geometry, trigonometry, and the rudiments of calculus. The

history of science and technology also comes from Africa. It is this information which was later transplanted in Europe that helped to spawn the Renaissance; this was admitted by people such as Sir Issac Newton, who was an Egyptologist of sorts.

But how did so much of the African culture get taken away from the Africans and put into European culture?

"During the end of the eighteenth century, Napoleon had an Egyptian campaign and he went down there with about 35,000 men. But more importantly, he took with him the media. These were the painters and writers of the day. These people travelled around and got a good look at what Europe had not seen. That was the glory of Africa. They found monuments there that were much greater than the ones in Europe, such as the great pyramid in Giza at that time. These people then saw the Sphinx, and many monuments which depicted Africans. Because slavery was raging, slowly but surely, Egypt was removed from Africa. The origins of Egypt are not Asian and European but African. They are from the heart of Africa, down near the Nile River; that's what the ancients claimed, and that's what archaeological evidence seems to prove.

"People tend to tell you

that slavery started in Africa; it probably did. However, slavery, like other hideous crimes has different degrees. We find in the ancient world and that includes Greece and Rome as well as Africa, that a person was a slave if he was taken in as prisoner of war. In fact, in many cases you can translate "slave" into "prisoner of war". Here in America and in Europe, we find a different story. I call it slavery first degree, as opposed to 2nd degree slavery, because what happened was that the people who were then turned slaves were chattel—they were turned into property, and all rights were removed; they had no name, no culture, and no standing within the human community. This never happened before, which was one aspect of slavery. Another was the removal of one's history along with his rights. This was mental bondage. There was also physical bondage that we know about. That no longer exists. There was also the removal of African wealth as well as its knowledge, which still continues today.

"Racism has a history. We can't talk about racism in the ancient world the same way we could talk about it today. After all, Africans before Christ were held in high regard, particularly by the Greeks who admitted Africans were their teachers. They didn't say negative things about the Africans; you're hard pressed to find negative things being said about a people because of their color. Negative things were said more about their culture or their position in life. The racism that we experience today is a direct result of slavery. Racism is a creation of man that facilitates in enslaving people. It followed the economic slavery, that is the actual removal of Africans."

"This started pretty much in the nineteenth century. It was at this point that Darwinism had begun to take hold and people had started looking at man as evolutionary. From that, one could see that obviously man had developed from the black man. This did not hold during slavery, it was necessary for them to remove that fact from history. It was done ever so surely by higher institutions. It was not done by the com-

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Innocent or Guilty?

by Alice Mui

Shortly after midnight on January 8, 1988, Mr. Robert MacAfee, a 62 year old man, walked out of his home on 18 Pinehurst Street in Massabesett with a flashlight and a loaded gun. Ever since he moved into the neighborhood three years ago, he has been harassed and terrorized by raucous teenagers, who raced around the rotary and in front of his home, destroying his property. Mr. MacAfee stated that he went out that evening to get the license plate number for the police. Instead he walked over to Jeffrey Carney, a teenager who was sitting in his car with two friends in front of Mr. MacAfee's home, and he shot Jeffrey in the arm. The defense will assert that Mr. MacAfee was acting in self-defense. The prosecution will contend that Mr. MacAfee intended to harm Jeffrey that night and that his shooting of the boy was not in self-defense. This is the case that the Boston Latin School Mock Trial Team and another high school's mock trial team put on for the 1988 Suffolk County Mock Trial Competition.

The BLS Mock Trial Team this year is composed entirely of new members. Mr. Flynn, our advisor and Mr. Bletzer, a practicing attorney from Brighton both assisted the students in preparing for the mock trial held at the municipal courthouses in Brighton and Boston. BLS Mock Trial's overall record was very impressive for a novice team: 11 loss to Brighton, 29 (Prosecution)-32 (Defense), one win over Dorchester, 30 (D)-25 (P) and another win

over English, 33 (D)-27 (P). Of the several schools which competed, Boston Latin came in third place. Jamaica Plain won the championship with a 3-0 record and Brighton came in second.

The last mock trial competition, which was against English, was a real challenge. Both schools were prepared to do the prosecution of the case. Instead of postponing and rescheduling the case, our lawyer, Mr. Bletzer, volunteered the BLS team to the defense side of the case. With only eight minutes to prepare, the BLS team had to abandon a week's preparation for the prosecution's side and had to switch gears for the defense side. The BLS students did exceptionally well and won the trial with a six-point victory. The scoring for a typical competition is as follows: everyone who performs either as a lawyer or as a witness receives a rating of one to five; the judge adds up the ratings for the total score of each team; the team with the highest score wins. After a competition is over, the judge usually gives a critique, an evaluation, of each team's individual performance.

Since only four seniors are leaving, next year's BLS Mock Trial Team should prove to be a success. Being on the team is not only fun but also very educational. One can gain a better insight of how the judicial system works. If anyone is interested, please see Mr. Flynn for more information.

PROJECT

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mon man, it was done by people like Louis Agassiz and Samuel Morton; they are the ones who started these theories that blacks were inferior. Prior to that, it would have been ridiculous to have made such a statement."

Mr. Mathews would like to see a reconstruction of African History and see it placed within world history in the proper perspective, so that people can understand that people influenced one another and that Africa was no exception to this, particularly in a school like

Boston Latin where ancient civilizations are held in extremely high regard. "Everyone is included in human history, no one is excluded. No one has an excuse to say that someone is inferior. Everyone has contributed to what we are today, the good things and the bad."

Mr. Mathews has also appeared on television and radio speaking about the African influences on civilization. Mr. Mathews plans to continue his work educating students, young and old, about the "reheritization process."

song, which was translated by Yegikov into Russian from a German folk story. This light, happy song told the tale of little Johnny who tries too hard to participate in activities which people of his young age should not try. For the final presentation, Bennant Hammond came again upon the stage to join Irine in singing "The Multi-Colored Planet" as Igor accompanied on the piano. The message presented in this song dealt with understanding each

other's differences and with learning to live together in harmony on this "multi-colored planet."

Although three of the four songs performed by Igor Yegikov and Irina Voronstova were sung in Russian, there was no need for translating; the music and emotion created by this duo were experiences that went beyond words, experiences that brought people together, without a regard for nationalities or governments, through the gift of music.

MUSIC

continued from page 5

MFA Scholarship Art Classes

by Clement Wu

It has become a long standing tradition for Boston Latin students, as well as those from other Boston Public Schools, to attend the scholarship art classes at the Boston Museum of Fine Arts. Although students are given similar assignments, a myriad of different results are produced, each due to the artistic individuality of the students. At what the students call "art school," high school students have access to a myriad of different forms of art, ranging from the traditional oil on canvas, sculpture, and penciling to the more exotic art forms of stained glass, batik, and monoprinting.

The classes begin at 2:00 after school every Wednesday, Thursday, and Friday. Once a student arrives, he may stop at the museum's cafeteria for lunch, or may proceed directly upstairs to the classrooms. A student works on a previous project, or begins a new one.

The classes are not incredibly large in number, thus enabling the four teachers- Ms. Molloy, Ms. Raffae, Ms. Nutter, and Mr. Murray - to assist their students more directly. The students are divided into four groups, one teacher per group. The teacher usually announces a project to be done, such

as painting a figure in action with acrylic paints on canvas. That is all the teachers tell the students, as far as directions are concerned. From there, students are free to create with their imagination. If one ever has difficulty with anything, if something doesn't "look right," the teachers- busy as they are- will always sit down with the student and work out the problem. Their aid and patience are invaluable to the development of young artists here.

Students have the chance to work with so many mind-boggling mediums of art. If one ever wanted to do an "oil on canvas", one can; if one wanted to make a bust of Beethoven, one can; if one ever wanted to draw oneself 3 feet by 2 feet to hang in the dining room, one can. There is an endless number of art forms one will experience in this four year program. The experience is rewarding.

These art classes are open to all students, grades 9-12, who show a desire for expressing themselves through art. Students must be willing to work from 2 to 4:30 P.M., Wednesday through Friday. All those interested should see Ms. Craddock, and should take the examination in May.

THE WORLD THROUGH THE ARGO Tibet Today

by Elizabeth Sullivan &
Jampa Palsang

In today's world it seems that peace is rare. We read reports from various countries about cases of political violence. Places such as Northern Ireland, South Africa, Israel and Panama make headlines daily. The story is basically the same in each of these places: an alien power enters a country and takes it over, claiming to help the people. The people rebel. In one country which does not make as many headlines, the problem is just as real.

Tibet is a small country located near the Himalayas. Tibetans are very strict Buddhists and follow the Dalai Lama as their religious leader. Their culture has deep roots in religion and dates back 2100 years. For centuries Tibet has been threatened by China, until in 1959 Communist China invaded Tibet and forced religious reform upon the

country. When this happened the Dalai Lama, along with other Tibetans, escaped to India and other countries. However, many Buddhists still remain in Tibet.

The Chinese government has profitted a great deal from Western tourism in Tibet. Westerners flock to the ancient Buddhist temples (few newly restored), and to the beautiful mountains. With the Westerners present as witnesses (and guardians), the Tibetans have begun to rally, speaking out against Red China and waving the Tibetan flag in protest. The first of these rallies occurred last October, and several more have taken place since then. Violence by the government against the rebels has increased with each protest. The border has been closed to all foreigners, including members of the press; all

reports come from the Chinese government. At the moment three Tibetans are awaiting their execution because of their political involvement.

During the invasion the Red Chinese destroyed and looted many temples and villages, stealing gold statues and many other priceless artifacts.

The people of Tibet have tried to live peacefully and religiously as they did before the invasion. However, the Chinese government claims that under their rule the Tibetans enjoy a better education system, that the Tibetan women are more independent, and that Tibet as a country is more prosperous. The government uses movies and other forms of propaganda to convince the people that their lives are better now.

This past November the

Dalai Lama travelled to Washington, D.C., with a peace plan. He asked the Chinese government to permit religious freedom, and to give the Tibetans the same rights as the Chinese. Congress agreed with the Dalai Lama, but when the Chinese foreign minister, Wu Xueqian, recently visited America, nothing was said about this issue. The Tibetans now demand full independence from China.

In the words of His Holiness The Dalai Lama: "Would it not be in everyone's interest to support the non-violent pursuit of just causes?...Support our non-violent struggle for the survival of our national identity, our culture and our spiritual tradition, and persuade the Chinese government to abandon its oppressive policies. Today, Tibet's very existence is under threatTibet should be for Tibetans."

25 Years Later ...

by Jonathan Glater

On Monday, April 11, Lord Solly Zucherman, former Scientific Advisor to the Chief of Combined Operations of the Royal Air Force, spoke to members of the Political Science Society and selected students from Government A.P. classes. Lord Zucherman discussed the changes in American and Soviet policy that resulted from the development of the atomic bomb and the changes which eventually led to the discussion of a nuclear test ban treaty in 1957 and to President Kennedy's moratorium on atomic testing.

"The nuclear arms race began as soon as the war ended," Lord Zucherman said. "It was immediately realized that such highly destructive forces (as nuclear weapons) could not be spread around... it was plain that these (weapons) should be put under the control of the United States. The Russians rejected it," he said, "because they were already developing their own atomic bomb".

The more nations possessed atomic weapons, the more tests these nations performed. These tests, as are now known, caused long term damage to land and, more importantly, to people. It was not until years after the destructions of both Hiroshima and Nagasaki that the effects of fallout were fully documented. "In the fifties, we in England were very concerned with fallout from atmospheric testing of atomic weapons," Lord Zucherman explained.

Lord Zucherman, who graduated from the University of Cape Town as a zoologist, was drawn into the field of nuclear technology at the beginning of World War II. He studied the biological effects of bomb blasts for the British government. "In the mid fifties the public reacted against nuclear arms," he said, "forcing the government to consider seriously the possibility of a nuclear test ban. It took some time to get all the governments to agree; not until 1957 did they bring up the requirements for verification of a

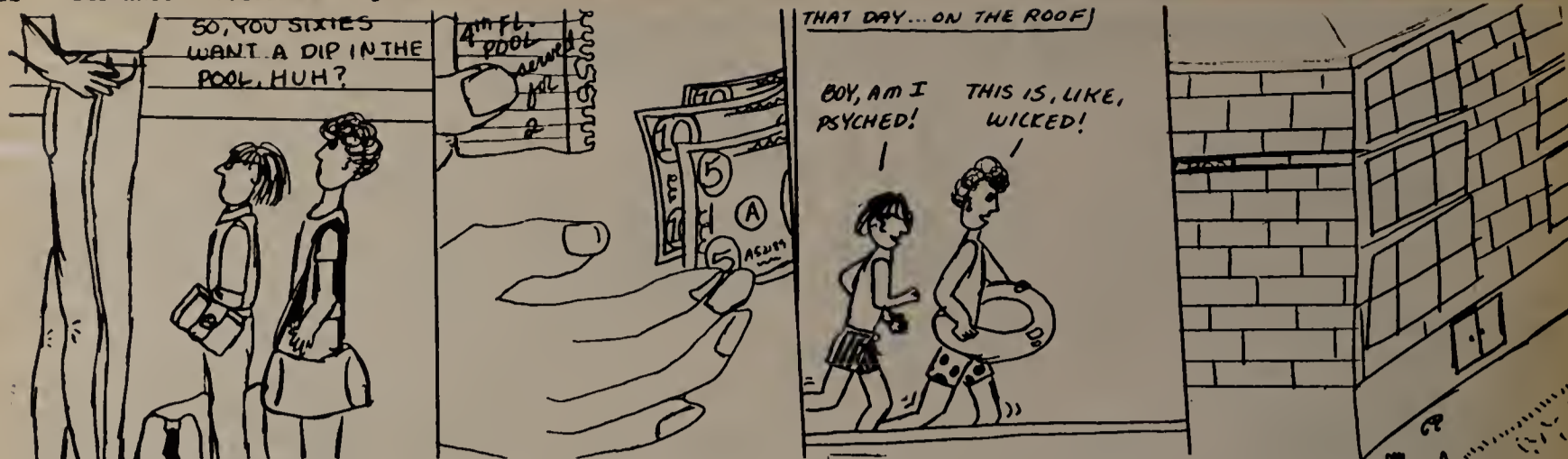
treaty before the General Assembly in the U.N.. Eventually, the nations sent in a report which they all signed, and then, trouble started when the political delegates arrived. The longer the talks went on, the more exotic the ways of evading treaty became...The question came to how many annual inspections the Soviet Union would accept.

"All the countries involved in the test ban talks scrutinized the fine print in the treaty to determine what each country gained from signing it," Lord Zucherman explained. "I was part of the negotiating team. I was interested because the Western Alliance was not going to maintain sufficient conventional [military] forces [in Europe], so nuclear weapons would be needed to compensate." However, at the close of World War II the full destructive power of nuclear weapons was not completely understood. The British General Montgomery just thought that nuclear weapons could be used as freely as conventional missiles: "There was no ques-

tion whether to use these [nuclear] weapons if the Russians attacked."

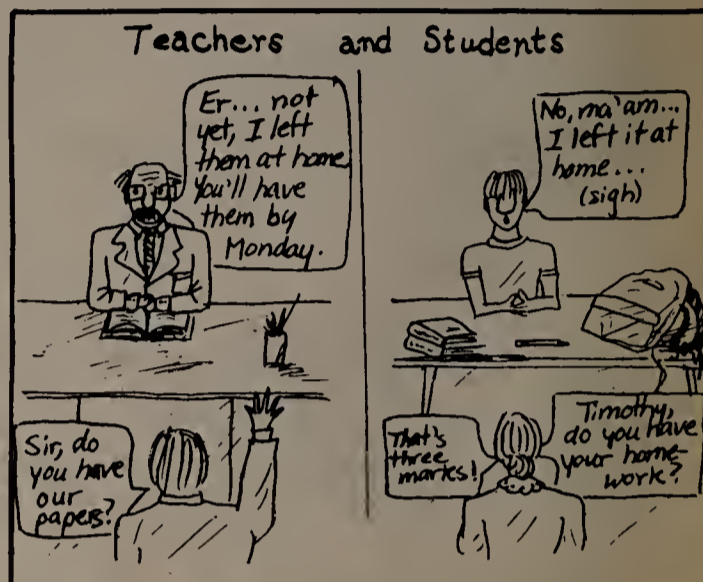
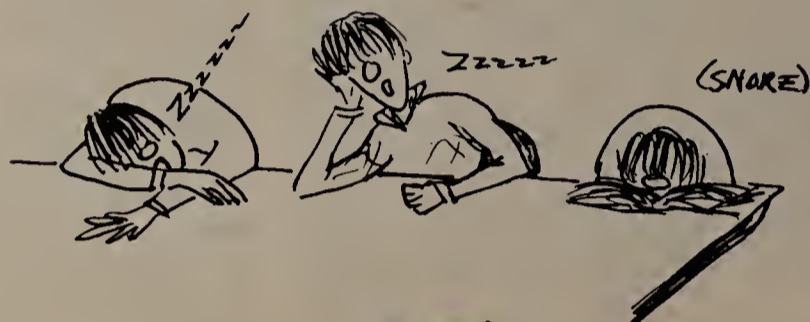
However, as more research into the effects of the use of nuclear weapons was completed, Lord Zucherman said, "It became clear that if nuclear weapons were used, there would be a disaster; millions would be killed ...Europe was too small [for the use of nuclear weapons]...We were dealing with an incredibly destructive force."

Yet despite the dangers of using nuclear arms, and statements such as that made by President Reagan, "A nuclear war cannot be won and should never be fought," the plans of the North Atlantic Treaty Organization and the Soviet Union on the use of nuclear weapons were unaffected. The belief that the threat of Mutually Assured Destruction preserves peace is false. Lord Zucherman explained, "To this day, people use the word 'deterrence' as a synonym for defense. It isn't."



BACK BY POPULAR DEMAND....

Latin



Humor

It's that time of year again!

Semi-Formal

Junior Prom

Senior Prom

The ARGO wants everyone
to have a great time,
but remember....

DON'T DRINK AND DRIVE!